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AUTHOR Stalford, Charles B.; Stern, Joyce D.
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ABSTRACT

In January 1989, a one-page questionnaire was mailed to 1,093 U.S. public school districts to examine the extent to which educational research and development (R&D) resources had been received and used since September 1987. Conducted by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education, the survey particularly asked about district awareness and use of products and services from four major OERI programs: (1) Regional Educational Laboratories; (2) National Research and Development Centers; (3) the Educational Resources Information Center (ERIC) system; and (4) the National Diffusion Network (NDN). The response rate was 95%. Analyses of the responses revealed that, while these programs are widely known and their products are cited by many, their use can and ought to improve. The results of the survey also prompted a future research question: How frequently should local educators be expected to use R&D resources? It is argued that examination of this question may shed new light on the need for new knowledge and its place in school administration. Results of the data analyses are displayed in seven figures and 10 tables, and copies of the questionnaire and its accompanying cover letter are attached. (DB)

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Major Results of a Survey on the Use of Educational R&D Resources by School Districts

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American Educational Research Association
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Charles B. Stalford and Joyce D. Stern
Programs for the Improvement of Practice
Office of Educational Research and Improvement
U.S. Department of Education

(The views expressed in this paper do not necessarily represent those of the Office of Educational Research and Improvement or the U.S. Department of Education.)

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Major Results of a Survey on the Use of Educational R&D Resources by School Districts

Introduction

The Office of Educational Research and Improvement (OERI) within the U.S. Department of Education funds a number of projects designed to link educational research and practice. In January 1989, a survey was conducted through the Department's Fast Response Survey System (FRSS) to examine the extent to which educational research and development (R&D) resources, including both products and services, had been received and used by school districts since September, 1987.

The survey particularly asked about district awareness and use of resources from four of OERI's major programs: Regional Educational Laboratories, National Research and Development Centers, the Educational Resources Information Center (ERIC) system, and the National Diffusion Network. But the survey also asked district superintendents about receipt and use, by content area, of R&D resources from other sources as well. In addition, it inquired about their future needs for R&D resources, also by content area. The survey was mailed to a national probability sample of 1093 public school districts and yielded 1039 responses for an overall response rate of 95 percent.

Conceptualization of the Study

The survey was an outgrowth of OERI's administration of the regional educational laboratory program. Started in 1966, the laboratory program is designed to help gain applications and use of the best available knowledge based upon R&D and experience to improve educational practice and policy. The current nine laboratories are funded for approximately $22 million this year.

There had been long-standing interest in gaining a good understanding of the benefits of the laboratory program. OERI developed a comprehensive evaluation plan for the laboratories in 1986-87, but was generally unable to implement the plan because of lack of discretionary funds to do so.

In 1988, the Assistant Secretary of OERI (Chester Finn at the time) requested OERI staff to commission a fast response survey of the laboratory program. Such surveys are conducted through the Fast Response Survey System (FRSS) of the National Center for Educational Statistics (NCES) in OERI. These surveys are generally focused on policy issues that the Department of Education is interested in. Surveys are restricted to one page, plus a one page transmittal letter.

Because of well-developed procedures for internal clearances and other research procedures, such surveys can be conducted relatively quickly--12 months from design to report completion in most cases. (This study took longer, partly because of delays in obtaining funding after the work was started.) Nationally-representative samples of school districts and other major educational agencies can be generated readily. The cost per survey typically is about $80,000.

OERI staff agreed to commission a survey of the laboratory program, but were careful to point out to the Assistant Secretary that such a study could not yield a definitive evaluation of the benefits or impact of the program. What staff said a survey could do was to estimate the extent to which R&D products and services from the laboratories were reaching intended audiences and also the extent to which they were used.

(Examples of R&D products include research syntheses, research-based handbooks for practitioners, and topical research reports. Examples of R&D "services" include technical assistance to school districts with one or more special educational problems, and formation of or participation in collaborative partnerships to pool knowledge and resources in addressing particular educational issues.)

In addition, OERI staff said the survey could yield valuable information regarding issues school districts said they most needed R&D-based assistance with in the future. This information was seen as particularly helpful for planning purposes. Design of the study by OERI, in consultation with NCES and its FRSS contractor (Westat, Inc., of Rockville, Maryland), began in 1988.

Before long, OERI staff concluded that it would make more sense to expand the coverage of the study to the other major R&D programs funded by OERI as well: research and development centers, the Education Resource Information Center (ERIC) clearinghouses and the National Diffusion Network (NDN).

The research and development centers, started at the same time as the laboratories in the 1960's, have a mission to develop new knowledge for the improvement of education. The centers publish research findings in a journals, professional publications and also disseminate information directly to practitioners. ERIC clearinghouses are a mechanism for wide dissemination of knowledge in print and microfiche form. State facilitators in the NDN provide leadership and support within their jurisdictions for the

adoption and replication of exemplary projects included in the NDN system.

Inclusion of the other three OERI programs in the survey, in addition to the laboratories, was seen as a way to provide a broader understanding of the dissemination of products and services from OERI programs on an agency-wide basis. Inclusion of the other programs, however, did put an even greater premium on efficient use of space in the one page questionnaire used in FRSS. The survey was ultimately designed to yield information about use of R&D resources from sources in addition to the OERI programs as well.

Design Issues

Design of the one page questionnaire posed several conceptual and procedural challenges. All centered on how to get the most valid and reliable information possible on an inherently complex subject. Four design issues were the focus of particular attention.

Estimating the Extent to Which School Districts Received R&D Resources

In order to enhance the validity of responses, the survey designers framed low-inference questions, e.g., has your district received resources from any of the OERI R&D organizations listed? Were they services, products, or both? How frequently were they used?

While addressed to the Superintendents, districts were asked to have the questionnaire completed by the person most knowledgeable the district's use of R&D resources, and were encouraged to have that person check with other persons in the district who also might be familiar with the use of R&D resources.

Essentially, the tapped the perceptions of respondents about the questions and not require the collection of quantitative data, e.g., about the actual number or identity of resources used. In the case of somewhat smaller school districts, it was believed such estimates could be made fairly readily. In the case of larger districts, however (e.g., Philadelphia), staff realized that responding to the questions would clearly require a much greater degree of judgement on the part of responding officials.

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[1] NDN includes funding to educational agencies to assist with dissemination and replication of "developer-demonstrator" projects that have been approved as exemplary, and also funding of a network of "State" facilitators (including those in the District of Columbia, Puerto Rico and other entities). The State facilitators stimulate and support the dissemination and replication of developer-demonstrator projects in their jurisdictions. This survey focused on the State facilitators alone because the developer-demonstrator projects were not appropriate targets of the study methodology.

Pilot testing of the survey in various size districts revealed most respondents believed they could respond fairly. Particularly in the case of data from larger districts, however, it should be kept in mind that the survey reflects perceptions about the receipt of R&D resources by responding school districts, and not quantitative data about such receipt.

The Degree to Which Respondents Actually Know the Source of R&D Products and Services They Receive

A concern was expressed by some when the survey was being designed that many people in school districts would not necessarily know or remember the source of an R&D product or service they received, even if it was useful. The problem of adequately crediting the original provider is exemplified by the comment of one survey respondent who said the district's interest was in getting the answer to a particular question, not in the source of the information. (The same concern could presumably be raised in other areas of R&D use as well.)

In order to facilitate respondents' recognition of programs in which OERI was interested in, a complete listing of the names of the individual laboratories, research and development centers and ERIC clearinghouses was furnished on the back of the transmittal letter. (NDN State facilitators were too numerous to list, but a brief description of their functions was furnished as part of this listing.)

Further, in order to minimize erroneous (including falsely positive) identification of the OERI programs by respondents, a screening question was asked in the survey. For each of the four OERI programs, respondents were given the option to check "Do not recognize" before being asked to answer further questions about receipt and use of services and products from the programs. OERI staff believed that these two procedures constituted an adequate response to the threat posed by respondents' potential inability to associate R&D resources with their providers.

While conceived as a screening device, the recognition question served to provide interesting data on its own account, i.e., the proportion of school districts that were aware of the existence of the four OERI programs.[2]

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[2] While these data are interesting, OERI did not believe that simple awareness of the programs should have been construed as significant information by itself. Hence, as indicated in the text, the study sought to obtain information on more exacting dimensions, i.e., the extent to which products and services from the programs were received and used.

A more difficult challenge was posed by a programmatic feature incorporated in the laboratories, and to varying degrees in the other programs as well. The laboratories in particular deliver some of their products and services through an indirect service strategy. Activities conducted under this strategy are carried out "with and through" other organizations and groups in the laboratory regions.

A good example of the indirect service strategy would be a laboratory training activity in which a relatively small number of staff in State education agencies are trained in a new technique, following which the State-level staff train a much larger number of educators at the local school district level. In another example, laboratories sometimes make their research syntheses or other R&D products available to State education agencies, professional organizations or other groups for further distribution by those groups. The laboratory identifying information may or not be present, or prominently displayed when the product reaches its intended audience in such circumstances.

The rationale for the indirect service strategy is that through it, the relatively limited resources available to laboratories can be leveraged to provide much broader benefits in their regions than would otherwise be the case. But in the examples given, the local level educators might not associate the training or products they received with a laboratory.

The indirect service strategy can be found to varying degrees in the other three OERI programs studied in the survey, mostly in the case of research and development centers. In particular, findings from centers may reach educators at the local level through a variety of indirect means. These include findings being quoted or synthesized in a number of intermediary publications or other sources, often without citation of the source of the findings.[3]

OERI proceeded with the survey focused at the local level despite the indirect service strategy for several reasons. In the case of the laboratories, the overall goal of the program in the present contract period is school and classroom improvement. Further, not all laboratory activities are conducted pursuant to this strategy, and the strategy itself allows for some circumstances under which the laboratories can work directly at the local level. And looking at the OERI programs collectively, their ultimate benefits should be found at the local level.

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[3] In the case of research in particular, there is also the possibility that findings may enter into the consciousness of educators and other practitioners through general processes of awareness over extended periods of time. But such phenomena are beyond the scope of this study.

The specific danger posed by the indirect service strategy to the validity of findings in this study was under-estimation of receipt of products and services from the four OERI programs, because the strategy would serve to conceal at least part of the original (OERI) source of these resources from the respondents.

OERI took two specific steps to deal with this threat. The first was to make clear in the questionnaire that the indirect service strategy existed, and to provide respondents with the opportunity to say on a program-by-program basis whether they could account for receipt of products and services received indirectly in their responses. To the extent respondents said they could not, OERI would know there was a serious danger of under-estimating the phenomena it was interested in.

Interestingly, the great majority of respondents--between 59% and 73%--recognizing the four OERI programs said that they could account for indirect receipt of products and services. This result reduced OERI concern about under-estimation on this account.

The second step OERI took to deal with consequences of the indirect service strategy for survey findings was to describe the strategy and the methodological it presented fully in the final report, so that the readers could judge make their own judgments about the influence of that factor upon the study findings.

Estimating Use of the R&D Resources

As indicated earlier, OERI staff firmly believed that this relatively limited study could not purport to be an evaluation of the OERI programs, particularly insofar as estimating the benefits of the programs to school districts was concerned. OERI staff did believe, however, that some indicator of the value of the products and services received, as well as the extent of receipt, could be obtained through the survey. Again, seeking to use low-inference questions to the extent possible, it was decided to ask about how frequently the resources were used: not at all, infrequently, somewhat frequently, or very frequently.

(An initial attempt to ask for quantitative estimates of the extent of use of R&D resources within a district, such as 1-5 times, 6-15 times, etc., was discarded because the data would have different meanings for different size school districts.)

Information about the frequency of use was seen as a proxy for another variable that OERI staff would liked to have had, but which it decided would have required more judgement, and hence room for error on the part of respondents, i.e., how useful were the products and services. While the data reflect perceptions of respondents about frequency of use and not quantitative data about use, focusing on frequency in this way was nonetheless seen as a reasonable approach that would yield valid data.

The reported degree of use and the degree of usefulness (hence value, or benefits) of the R&D resources are presumably related. That is, OERI believed that higher incidence of use would mean that school districts actually found the products and services useful.[4]

Other Information Collected

As indicated previously, information was obtained through the survey about the extent to school districts needed R&D resources in various educational areas (staffing and staff development, curriculum, etc.). As finally designed, the survey also obtained information about the extent to which school districts received R&D resources in the different areas from any source (including, but not restricted to the four OERI programs listed in the survey.)[5]

In addition, in an attempt to gain an entirely different perspective on the usefulness of R&D products and services to school districts, respondents were asked to name an R&D resource the district received since September 1987 (some two years before the survey was conducted) that was found to be "particularly useful". This was a fill-in question, unlike the others which were in multiple-choice format. As with the preceding question, resources from any source, not just OERI programs could be cited.

In light of the indirect service strategy, as well as other possible causes of incorrectly attributing the source of an R&D resource seen as particularly useful, Ms. Stern in OERI combed the responses thoroughly to ensure that the resources cited were attributed to the right source, and in cases where more than one source could be identified (as through the indirect service strategy), credit was given for all sources in the report.

Responses to this question were very interesting and highly encouraging to OERI staff regarding the degree to which OERI programs were the source of the particularly useful resources. (Details are given in following sections of this paper.) One could question whether the basic overall OERI orientation to the survey did not serve to heighten respondents awareness of the OERI programs, and thus tend to inflate the degree to which resources form OERI-funded programs were cited as being particularly useful. Nonetheless, two of the four basic survey questions, including this one, called for respondents to consider R&D resources from any source as they answered. Therefore, while

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[4] This obviously need not always be the case. A resource used relatively few times could quite possibly have been very useful to a school district.

[5] In this question, districts were asked about how useful the resources were, as opposed to how frequently they were used, as in the question focused on the OERI programs.

OERI staff believe there is some possibility for inflation of the degree to which OERI programs are found to have produced particularly useful R&D resources, they believe the data in response to this question are essentially valid.

Unlike the answers to other questions, however, the responses to the fill-in question were not weighted to produce national estimates of the numbers of times a resource was cited as particularly valuable. This would not have been appropriate.

Implementation of the Study

In January 1989, questionnaires (a copy is attached) were mailed to a national probability sample of 1,093 public school district from a universe of approximately 15,100 school districts. Telephone follow-up of nonrespondents was initiated in late January 1989, and data collection was completed in March. The overall response rate was 95%: 1,039 of 1,091 eligible districts. Item nonresponse rate was low--1 % or less for most items.

Major Findings[6]

Recognition of the OERI Programs: As Figure 1 shows, 9 out of 10 districts reported recognizing (being aware of) at least one of the four OERI programs. Some 42 percent recognized all four, while only 9 percent did not recognize any. ERIC Clearinghouses were recognized by the largest number of districts (82 percent), followed by Regional Laboratories (72 percent), NDN Facilitators (65 percent), and Research and Development Centers (64 percent).

There were some district characteristics that were associated with recognition. Large districts (enrollment of 10,000 or more), compared to small districts (enrollment of less than 2,500), were more likely to say they recognized a program. But urbanicity was found to play a role only in the case of ERIC where a larger percentage of urban districts (92 percent) than rural districts (79 percent) reported recognizing the program (Table 1). (Differences by urbanicity for other programs are not statistically significant.)

Receipt and Use of OERI Resources: If they recognized a program, the districts were then asked if they had received any

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[6] The survey results reported here have been adapted from the more extensive analysis in the Westat, Inc. contractor report submitted by Bradford Chaney and Elizabeth Farris, Use of Educational Research and Development Resources by Public School Districts, published by the National Center for Education Statistics, U.S. Department of Education, March 1990. Coding and organization of responses to the open-ended question, however, which also appears in the publication was designed and interpreted by Joyce D.Stern.

products or services from it and to indicate the extent to which these resources were useful.

o ERIC Clearinghouses: Of the 82 percent of the districts that reported recognizing ERIC, two out of three (67 percent) said they received products, services, or both. While 43 percent reported "very" or "somewhat frequent" usage, the majority (54 percent) said they used the resources "infrequently." (Table 2 and Figure 2)

o Laboratories: Of the 72 percent that recognized the labs, as with the Clearinghouses, nearly two out of three respondents (66 percent) reported receiving products, services or both. But here, the usage percentages were reversed, with over half (55 percent) giving high marks of "very" or "somewhat frequent" and 43 percent saying usage was "infrequent." (Table 3 and Figure 3)

o NDN Facilitators: Of the 65 percent of the districts recognizing NDN State Facilitators, 61 percent reported receiving resources. Of the four OERI programs, this showed the greatest "infrequent" usage -- 59 percent, though over one-third (36 percent) reported "very" or "somewhat frequent" usage. (Table 4 and Figure 4)

o Research and Development Centers: Of the 64 percent of the districts reporting they recognized the National R&D Centers, just over half (52 percent) said they received products or services from them. Resource use ratings were similar to that of Facilitators, with the majority (58 percent) reporting "infrequent" usage and 37 percent reporting "very" or "somewhat" frequent usage. (Table 5 and Figure 5).

For all four OERI programs, resources were received more often by large districts and by urban districts. (Note: Data are only for districts recognizing the program.) For example, 60 percent of the small districts reported resources were received from Laboratories, while 82 percent of the large districts did.

Similarly, 64 percent of rural districts compared to 84 percent of the urban districts reported receiving products or services. Regional differences for resource receipt appeared for NDN Facilitators and for ERIC, but not for Labs or Centers.

Direct vs. Indirect Receipt of Resources: As indicated previously, districts may receive R&D resources both directly and indirectly, e.g., a district could receive a laboratory or ERIC

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[7] Since data on receipt and use of resources were only collected from districts recognizing the relevant OERI program, they cannot be generalized to describe all districts.

product directly from the producer, or through an intermediary such as a State education agency.

Respondents were therefore asked if they could include indirectly received resources in their responses. That is, did they know the original source of products and services received. A surprisingly large percentage of districts recognizing a program -- between 59 percent and 73 percent -- said they could include materials received indirectly (Table 6). For those that reported actually receiving resources (as opposed to just recognizing a program), the percentage saying they could account for indirectly received material was even higher -- between 83 percent and 89 percent (not in tables).

R&D Resources from Any Source: The survey accounted for district receipt of non-OERI education R&D resources in two ways. First, the instrument listed six content areas and asked if the district had received products or services from any source in these areas, and to gauge their usefulness. The six areas were: student populations (e.g., at-risk, gifted, handicapped); staffing and staff development (e.g., incentives, testing, leadership); curriculum; school and classroom management; student testing and evaluation; and early childhood education. Second, it asked the respondent to name a resource received -- again, from any source -- that had been "particularly useful."

Although 21 percent of the districts reported receiving no educational R&D resources from any source during the survey period (not in tables)[8], there was a high rate of receipt overall of content-specific materials. Half of the districts (51 percent) reported receiving materials in at least four of the six areas (Figure 6). In all content areas but early childhood education, products or services were obtained by a majority of districts (54 to 62 percent). But at 38 percent, even the proportion of districts receiving resources on early childhood education was fairly large (Table 7 and Figure 7).

This figure (and the table) also shows the relatively high marks districts gave to the resources they received. Depending on the content area, from 47 to 61 percent of the respondents stated they were at least "somewhat useful" while from 36 to 50 percent gave a stronger endorsement, saying resources were "very" useful. Only a small percentage in each case (1 to 6 percent) claimed they were "not at all useful."

Identifying "Particularly Useful" R&D Resources: Provided with an open-ended question to name the product or service received from any source since September 1987 that had been "particularly

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[8] Ibid., p. 8.

[9] Ibid. p. 17.

useful," 724 of the 1039 districts (70 percent) answered. Responses ranged widely. The materials named were categorized by content area (using the same array as earlier in the questionnaire), and by provider. After extensive research and analysis in OERI to determine the content and source (these were lacking in many resources named), and to trace the original sources of indirectly received material, some patterns did emerge. (Note: the information which follows has not been weighted to reflect the entire population, but only pertains to the 724 respondents.)

Content: The largest group of "particularly useful" resources named (27 percent), were concerned with school and classroom management. These included resources dealing with such topics as school-based management, effective schools, and teaching and learning strategies. (Table 8)

Resources on student populations and on curriculum each had 18 percent of the districts identifying them as "particularly useful." Within student populations, resources about at-risk students was by far the most frequently mentioned sub-category, with 10 percent of the total, followed by the areas of gifted, handicapped, and demographics with two percent each. Most curriculum resources concerned specific subjects (15 percent) such asdrug education (3 percent) and math and science (3 percent). "Particulary useful" resources on the general area of curriculum development were identified by 3 percent of the districts.

Staffing and staff development resources were named by 12 percent, while 6 percent of the districts reported a resource that pertained to student testing and evaluation. Unclassifiable responses accounted for 8 percent of the districts responding.

Providers: Looking at who had been the source of these products and services (Table 9), OERI analysis revealed the following: Federally sponsored products and services accounted for the majority of mentions at 54 percent, with nearly all of these (53 percent of the total) coming from the U.S. Department of Education. Within that category, most resources had originated in the Office of Educational Research and Improvement (OERI) with 51 percent of the total. Looking at the four OERI programs featured in the questionnaire, Laboratories had 21 percent of all mentions, ERIC 15 percent, NDN 13 percent, and the Centers 2 percent. Fifteen percent of the resources named came either from State central government units or from intermediate units.

A quarter of the providers were grouped under the label of "educational organizations." The bulk (21 percent of the total) of this catch-all category is composed of the vast enterprise of associations, research services, writers and consultants who do education business. Examples include the

National School Boards Association, Phi Delta Kappa, and Madeline Hunter, a consultant. In addition, the category includes schools and colleges (4 percent of the total) that are not connected with such OERI programs as the NDN or the Research Centers. Finally, providers could not be identified or classified in 6 percent of the cases.

Although nearly all the resources named could be identified as to content and source, it is important to stress that the most obvious outcome of this question, was the diversity of the responses. Indeed, an estimate is that at least 500 of the R&D resources reported as "particularly useful" were unique, suggesting the rich variety of R&D products and services that districts draw upon, whether it be an ERIC search, a State-sponsored workshop on restructuring, or an OERI publication on reading instruction.

Future R&D Needs: In closing, we turn from what R&D resources districts said they received to which content areas it would be most useful to have R&D resources available in the future. Among the six content areas listed in the questionnaire, two were ranked first or second by the majority: curriculum (56 percent) and staffing and staff development (53 percent). About a quarter of the districts instead named student populations (27 percent) and student testing and evaluation (25 percent) as their priorities. About a fifth said their most important needs were school and classroom management (19 percent) and early childhood education (20 percent). So though stated needs can be ranked in terms of the subjects with the most to the fewest mentions, it is noteworthy that sizable percentages of the districts opted for each content area provided as a first or second priority.

An Older Study of Educational R&D

Twenty years ago, the U.S. Department of Health, Education, and Welfare (HEW) published a report on a survey of school superintendents that dealt with educational R&D. While the 1969 survey was more extensive than the current one and had a different focus, it had findings that are interesting to reexamine in light of the results from the 1989 survey. For example, HEW reported that while well over half of the districts had adopted the most popular innovative practices of the day (e.g. use of teacher aides), the nature of responses to a question linking these innovations to research suggested "school administrators [were] not consciously aware of any connection between the operations of th)eir school system and educational research activities.")[10] Furthermore, the majority of districts (64 percent) gave "no

[10] 6. Educational Research and Development in the United States. Office of Education, U.S. Department of Education. Washington, D.C. December, 1969. p.146.

response" when asked to name an important result of educational R&D.

At the time of the survey, ERIC and the Laboratories had been in full operation only two years. In light of the degree to which these two programs in particular were recognized by respondents to the more recent survey, and the high rate of receipt of R&D materials from OERI and elsewhere (and the impact of active professional organizations such as the AERA and those of the school administrators), R&D awareness appears to be much stronger today, a generation after the Federal educational research and development system was launched.

An additional word about some similarities of findings. Just as the OERI study showed that a greater proportion of large districts than small districts recognized OERI programs and received resources (from OERI and other sources as well), the HEW study had found a strong relationship between the size of the district and the adoption of curriculum reform and research awareness. Twenty years ago, administrators from larger districts reported adopting a much higher level of R&D-based classroom and administrative innovations and were able to refer to specific research projects in their responses.[11]

Conclusion

Given the limitations of a one-page survey instrument, much has been revealed about the state of educational R&D and its usefulness to school administrators. The survey revealed that the primary OERI R&D-related programs are widely known and their products can be cited by many. In addition, it identified the most prominent areas of resource receipt which suggests not only what kinds of material are being produced and disseminated, but what has captured the attention of the respondents.

In terms of the future, the survey also suggests strongly that there is room for improvement in terms of promoting use (though admittedly "frequency of use" is a term that may be open to wide interpretation). The survey should also prompt a non-statistical question about reasonable expectations regarding the extent of use by school districts of educational R&D. That is, how frequeently should we expect local educators to be using R&D: infrequently, somewhat frequently, all the time? This question needs to be addressed in part by examining the need for new knowledge and its place in school administration, as well as the content and extent of the R&D-based resources that are available.

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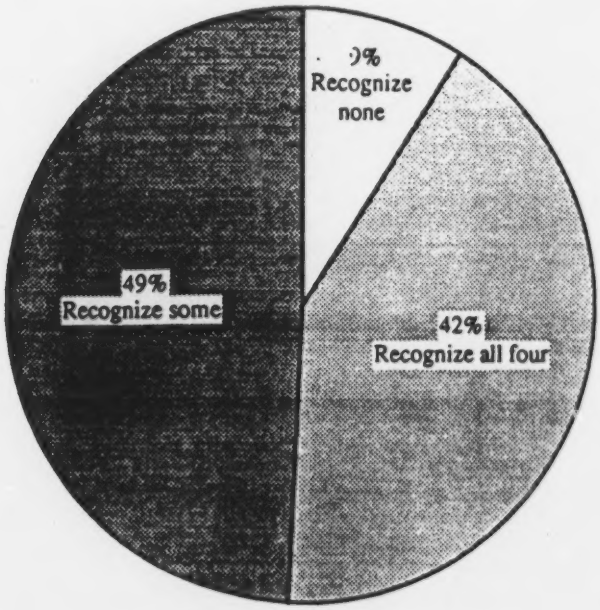
[11] Ibid, p. 151.

[12] Ibid., pp. 148 to 151.

Finally, in identifying the areas where administrators say they need R&D-based products and services, the survey may also serve as a guide, not only to the OERI educational research enterprise, but to others concerned with improving educational practice through research.

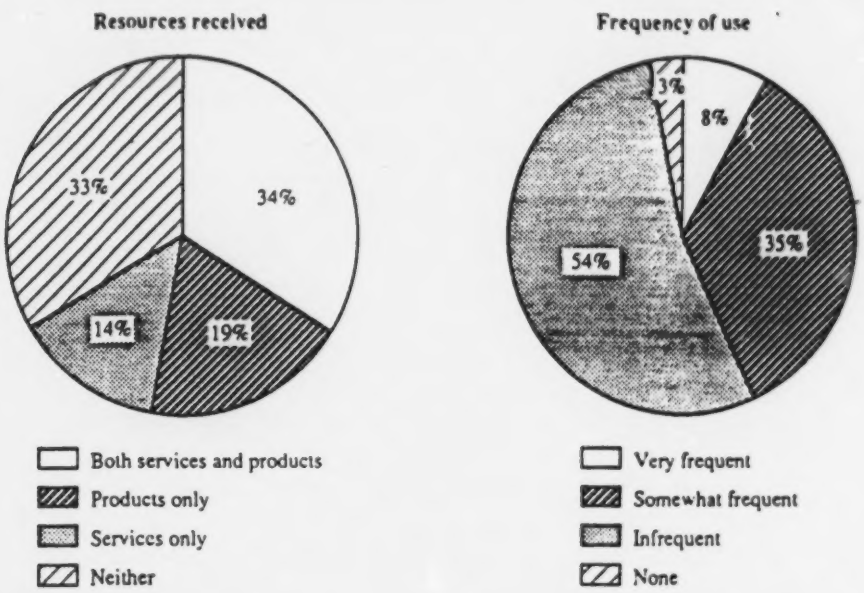
FIGURES AND TABLES

Figure 1.-- Districts' recognition of four OERI R&D programs: United States, 1989



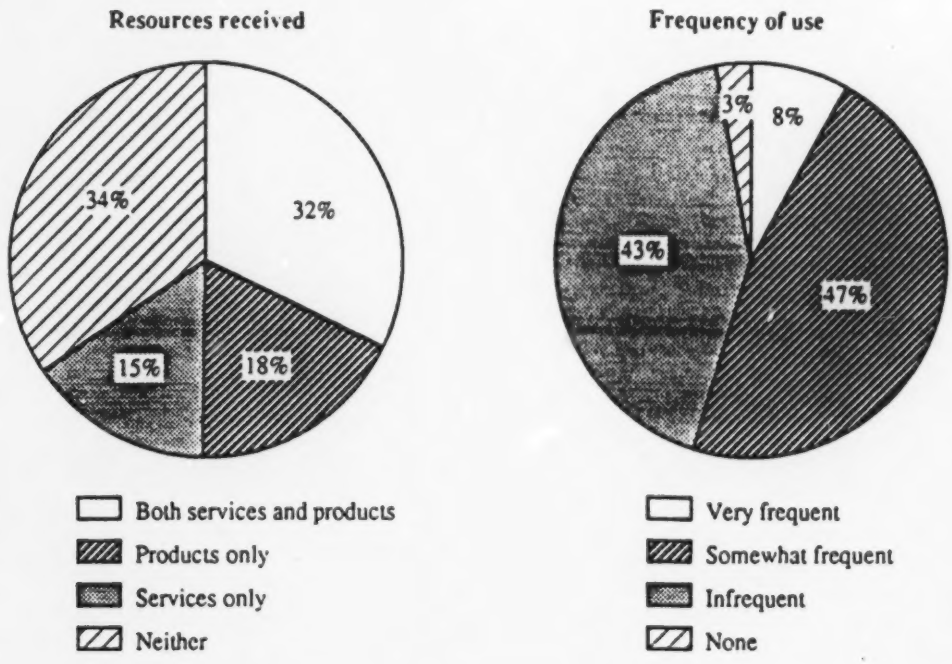
NOTE: The four OERI programs were ERIC Clearinghouses (82% recognition), Regional Educational Laboratories (72%), NDN State Facilitators (65%), and National Research and Development Centers (64%).

Figure 2.-- Receipt of resources by districts recognizing ERIC Clearinghouses, and the frequency of use of those resources: United States, 1989



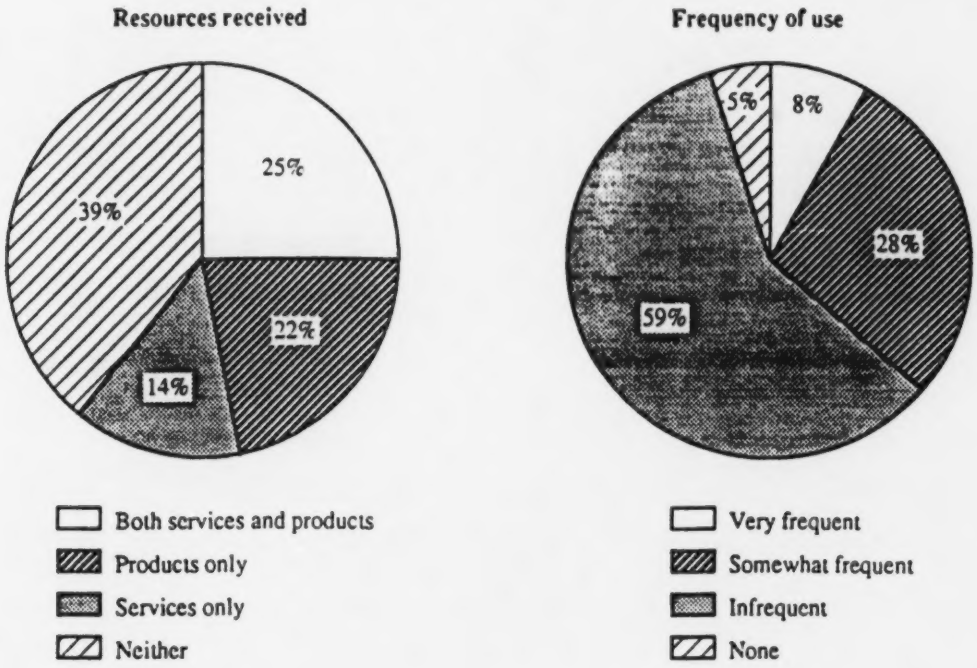
NOTE: The percentage of districts receiving R&D resources is based on those 82 percent of the districts that recognized ERIC. The frequency of use is based on those districts that recognized ERIC and reported receiving an R&D resource from ERIC.

Figure 3.-- Receipt of resources by districts recognizing Regional Educational Laboratories, and the frequency of use of those resources: United States, 1989



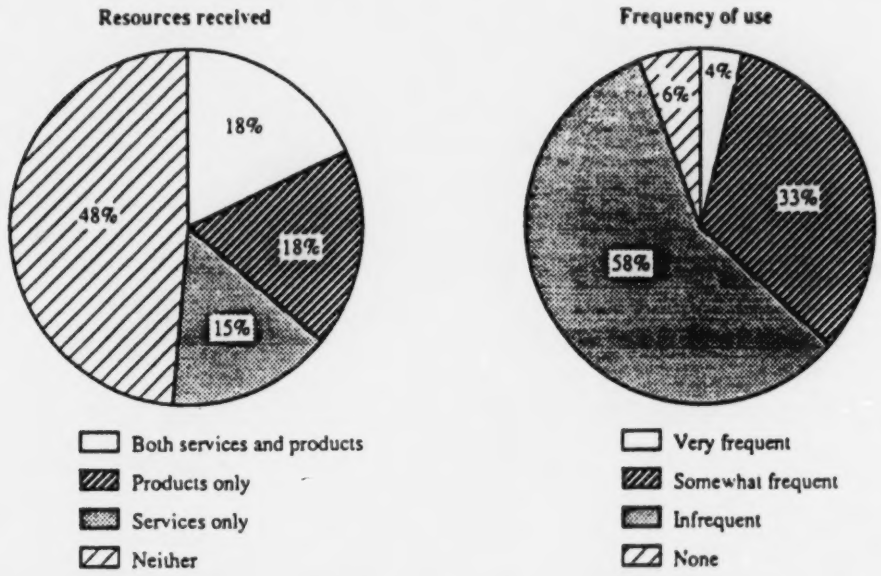
NOTE: The percentage of districts receiving R&D resources is based on those 72 percent of the districts that recognized the Laboratories. The frequency of use is based on those districts that recognized the laboratories and reported receiving an R&D resource from them. Percentages do not add to 100 because of rounding.

Figure 4.-- Receipt of resources by districts recognizing NDN Facilitators, and the frequency of use of those resources: United States,-1989



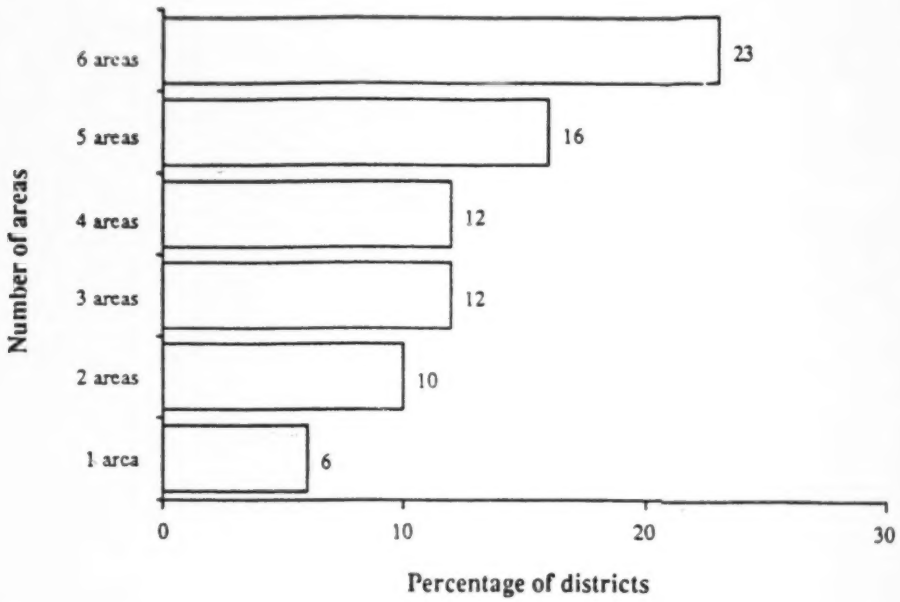
NOTE: The percentage of districts receiving R&D resources is based on those 65 percent of the districts that recognized the NDN Facilitators. The frequency of use is based on those districts that recognized NDN Facilitators and reported receiving an R&D resource from them.

Figure 5.-- Receipt of resources by districts recognizing National Research and Development Centers, and the frequency of use of those resources: United States, 1989



NOTE: The percentage of districts receiving R&D resources is based on those 64 percent of the districts that recognized the Centers. The frequency of use is based on those districts that recognized the centers and reported receiving an R&D resource from them. Percentages do not add to 100 because of rounding.

Figure 6.-- Number of content areas in which districts received R&D resources from any source: United States, 1989



NOTE: The six areas for which districts supplied responses were student populations, staffing and staff development, curriculum, school and classroom management, student testing and evaluation, and early childhood education. The remaining 21 percent of districts did not indicate receiving resources in any of the six listed areas. Besides answering for the six content areas listed, an additional 5 percent of all districts wrote in an additional content area in which they received resources. These responses were not counted in the computation of the number of areas. Of the 5 percent of districts, 5 percent (less than 1 percent of all districts) indicated they received resources only in the extra area, not in the six areas listed above.

Figure 7.-- The percentage of districts receiving R&D resources from any source, and the usefulness of the resources received, by content area: United States, 1989

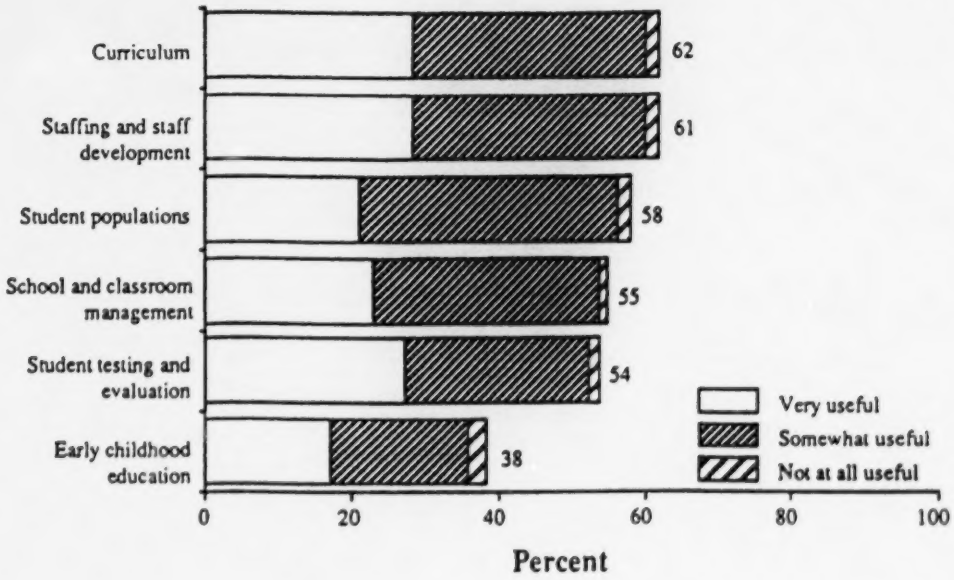


Table 1.--Public school districts' recognition of OERI-funded R&D sources, by district characteristic: United States, 1989

District characteristic	Number of districts	Percentage of districts recognizing					
		Regional Educational Laboratories	National Research and Development Centers	ERIC Clearing-houses	National Diffusion Network State Facilitators	None of these	All of these
Total	15,100	72	64	82	65	9	42
Metropolitan status							
Urban	600	83	73	92	70	7	55
Suburban	5,500	72	64	86	63	8	42
Rural	9,000	71	64	79	66	9	41
Region							
Northeast	1,800	75	68	91	67	5	47
Mid-Atlantic	1,100	78	73	91	65	4	47
Appalachia	500	90	82	92	76	2	58
Southeast	800	78	72	89	86	5	58
North Central	3,700	68	64	81	72	4	45
Midcontinent	2,400	68	58	74	70	13	42
Southwest	2,200	55	58	74	50	16	26
Northwest	1,300	82	60	87	67	10	41
Far West	1,300	84	64	83	42	13	36
Enrollment size							
Less than 2,500	11,600	68	61	80	62	10	37
2,500 - 9,999	2,900	84	75	89	75	4	58
10,000 or more	600	91	78	97	78	1	65

NOTE: The number of districts has been rounded to the nearest hundred.

Table 2.--Percentage of districts recognizing ERIC Clearinghouses that reported receiving R&D resources from them, and the frequency of use of these resources, by district characteristic: United States, 1989

District characteristic	Number of districts recognizing ERIC	Resources received				Frequency of use by those receiving			
		Nothing	Services only	Products only	Both	None	Infrequent	Somewhat frequent	Very frequent
Total	12,400	33	14	19	34	3	54	35	8
Metropolitan status									
Urban	500	15	6	21	58	0	34	46	19
Suburban	4,800	23	18	20	38	1	54	34	11
Rural	7,100	41	12	18	29	5	56	34	5
Region									
Northeast	1,700	12	11	27	50	0	60	28	12
Mid-Atlantic	1,000	29	25	15	31	1	46	33	19
Appalachia	500	35	11	22	33	0	48	48	4
Southeast	700	33	16	17	34	0	44	44	11
North Central	3,000	33	13	16	38	4	56	33	8
Midcontinent	1,700	55	5	18	22	5	51	43	2
Southwest	1,600	43	19	11	27	7	58	31	3
Northwest	1,100	27	18	23	32	6	51	37	6
Far West	1,100	28	16	28	29	0	54	38	8
Enrollment size									
Less than 2,500	9,200	38	15	18	30	4	60	31	5
2,500 - 9,999	2,600	22	13	22	43	1	43	42	15
10,000 or more	600	14	9	27	51	0	32	51	18

NOTE: Percentages are based on those districts that recognized ERIC Clearinghouses and have indicated whether or not they received resources from the ERIC. Data are not available on the percentage of districts that received services or products among those districts that did not recognize ERIC. Details may not add to totals and percentages may not add to 100 because of rounding. Estimates on the number of districts recognizing ERIC have been rounded to the nearest hundred due to sampling variability.

Table 3.--Percentage of districts recognizing Regional Educational Laboratories that reported receiving R&D resources from them, and the frequency of use of these resources, by district characteristic: United States, 1989

District characteristic	Number of districts recognizing Laboratories	Resources received				Frequency of use by those receiving			
		Nothing	Services only	Products only	Both	None	Infrequent	Somewhat frequent	Very frequent
Total	10,800	34	15	18	32	3	43	47	8
Metropolitan status									
Urban	500	16	14	30	39	4	48	33	14
Suburban	4,000	34	16	17	33	2	48	42	9
Rural	6,300	36	16	18	30	3	39	51	6
Region									
Northeast	1,400	28	14	22	37	0	50	48	2
Mid-Atlantic	900	39	19	22	21	0	42	46	12
Appalachia	500	28	10	22	40	2	33	55	10
Southeast	600	33	10	20	36	2	25	57	16
North Central	2,500	36	13	19	32	0	45	50	5
Midcontinent	1,600	33	22	13	32	2	45	49	4
Southwest	1,200	46	11	12	31	4	26	45	25
Northwest	1,000	22	22	17	39	7	42	45	5
Far West	1,100	40	14	24	22	13	57	25	4
Enrollment size									
Less than 2,500	7,800	40	16	16	29	4	42	48	7
2,500 - 9,999	2,400	21	15	26	38	1	45	44	10
10,000 or more	600	18	16	26	41	0	46	47	6

NOTE: Percentages are based on those districts that recognized Regional Educational Laboratories and have indicated whether or not they received resources from the laboratories. Data are not available on the percentage of districts that received services or products among those districts that did not recognize Regional Educational Laboratories. Details may not add to totals and percentages may not add to 100 because of rounding. Estimates on the number of districts recognizing laboratories have been rounded to the nearest hundred due to sampling variability.

Table 4..--Percentage of districts recognizing NDN facilitators that reported receiving R&D resources from them, and the frequency of use of these resources, by district characteristic: United States, 1989

District characteristic	Number of districts recognizing NDN	Resources received				Frequency of use by those receiving			
		Nothing	Services only	Products only	Both	None	Infrequent	Somewhat frequent	Very frequent
Total	9,800	39	14	22	25	5	59	28	8
Metropolitan status									
Urban	400	26	14	27	33	0	57	33	9
Suburban	3,500	31	15	25	29	5	62	26	6
Rural	5,900	44	13	20	23	6	57	28	10
Region									
Northeast	1,200	40	8	22	29	2	57	38	4
Mid-Atlantic	700	30	15	24	31	15	44	30	10
Appalachia	400	33	20	11	35	3	48	34	15
Southeast	700	25	21	15	40	0	43	31	26
North Central	2,600	31	18	23	28	6	70	20	4
Midcontinent	1,700	44	7	31	18	4	67	25	4
Southwest	1,100	51	9	19	22	0	47	38	15
Northwest	900	45	21	15	20	13	56	23	8
Far West	600	55	12	19	14	0	61	33	7
Enrollment size									
Less than 2,500	7,200	45	11	21	23	6	60	27	7
2,500 - 9,999	2,100	21	22	24	33	3	58	27	11
10,000 or more	500	26	18	19	37	0	54	35	11

NOTE: Percentages are based on those districts that recognized NDN Facilitators and have indicated whether or not they received resources from the facilitators. Data are not available on the percentage of districts that received services or products among those districts that did not recognize NDN Facilitators. Details may not add to totals and percentages may not add to 100 because of rounding. Estimates on the number of districts recognizing NDN have been rounded to the nearest hundred due to sampling variability.

Table 5.--Percentage of districts recognizing National Research and Development Centers that reported receiving R&D resources from them, and the frequency of use of these resources, by district characteristic: United States, 1989

District characteristic	Number of districts recognizing Centers	Resources received				Frequency of use by those receiving			
		Nothing	Services only	Products only	Both	None	Infrequent	Somewhat frequent	Very frequent
Total	9,700	48	15	18	18	6	58	33	4
Metropolitan status									
Urban	400	25	21	30	25	5	56	35	4
Suburban	3,500	45	20	16	19	5	49	41	4
Rural	5,700	51	13	19	18	7	64	26	3
Region									
Northeast	1,300	48	11	18	23	6	69	24	0
Mid-Atlantic	800	55	10	18	17	7	47	44	2
Appalachia	400	52	8	24	16	0	66	32	2
Southeast	600	39	18	29	14	5	53	38	4
North Central	2,400	44	17	21	18	6	50	41	3
Midcontinent	1,400	52	19	11	18	6	51	43	0
Southwest	1,300	49	21	6	24	1	60	26	13
Northwest	800	44	18	22	15	20	71	8	2
Far West	900	49	9	28	14	2	69	24	5
Enrollment size									
Less than 2,500	7,100	53	17	14	16	8	58	31	3
2,500 - 9,999	2,100	35	12	29	24	1	57	37	4
10,000 or more	500	32	11	32	26	1	57	31	11

NOTE: Percentages are based on those districts that recognized National Research and Development Centers and have indicated whether or not they received resources from the centers. Data are not available on the percentage of districts that received services or products among those districts that did not recognize National Research and Development Centers. Details may not add to totals and percentages may not add to 100 because of rounding. Estimates on the number of districts recognizing the Centers have been rounded to the nearest hundred due to sampling variability.

Table 6.--Percentage of districts recognizing OERI-funded programs that reported receiving R&D resources from them, and percentage of districts including indirectly received resources in the responses, by district characteristic: United States, 1989

District characteristic	Regional Educational Laboratories		National Research and Development Centers		ERIC Clearinghouses		NDN State Facilitators	
	Received resources	Included indirectly received	Received resources	Included indirectly received	Received resources	Included indirectly received	Received resources	Included indirectly received
Total	66	66	52	59	67	73	61	60
Metropolitan status								
Urban	84	72	75	67	85	78	74	60
Suburban	66	66	55	58	77	73	69	55
Rural	64	67	49	59	59	73	56	62
Region								
Northeast	72	67	52	63	88	82	60	59
Mid-Atlantic	61	71	45	66	71	75	70	56
Appalachia	72	76	48	72	65	81	67	71
Southeast	67	75	61	65	67	78	75	79
North Central	64	63	56	57	67	72	69	65
Midcontinent	67	64	48	53	45	66	56	65
Southwest	54	52	51	56	57	70	49	47
Northwest	78	78	56	57	73	76	55	62
Far West	60	80	51	60	72	72	45	40
Enrollment size								
Less than 2,500	60	64	47	56	62	72	55	57
2,500 - 9,999	79	75	65	67	78	77	79	67
10,000 or more	82	81	68	69	86	81	74	69

NOTE: Percentages are based on those districts that recognized the given OERI-funded program and have indicated whether or not they received resources from the organization. Data are not available on the percentage of districts that received services or products among those districts that did not recognize the program(s). Each column was calculated independently from the same base. In the first column some of the districts that reported that they received resources had also accounted for indirectly received resources in their responses, while other districts did not. The second column has both districts that were sure they received no resources (either directly or indirectly) and districts that received resources and included both directly and indirectly received resources in their response.

Table 7.--Percentage of districts reporting they received R&D resources from any source in six content areas, percentage of those districts considering the resources very, somewhat, or not at all useful, and percentage ranking each area among the top four priorities in terms of future needs for assistance: United States, 1989

Content area	Resources received				Usefulness of resources received			Rank as future need	
	Nothing	Services only	Products only	Both	Very	Some-what	Not at all	First or second choice	Third or fourth choice
Student populations	42	13	16	28	36	61	3	27	25
Staffing and staff development	39	15	13	34	45	53	3	53	33
Curriculum	38	12	16	33	45	52	3	56	34
School and classroom management	45	11	13	31	41	57	1	19	46
Student testing and evaluation	46	9	12	33	50	47	3	25	37
Early childhood education	62	9	9	20	45	49	6	20	24

NOTE: Percentages may not add to 100 because of rounding. Percentages supplied on usefulness of resources are based on those districts that reported receiving R&D resources in a given content area.

Table 8.--Primary content areas of R&D resources received by public school districts since September 1987 and described as "particularly useful": United States, 1989

Content area	Number of districts	Percent
Total	724	100
Student populations	**128**	**18**
At risk, all	75	10
Handicapped	15	2
Gifted	11	2
Demographics	11	2
Bilingual	10	1
Rural	4	1
Indian	1	0
Urban	1	0
Staffing and staff development	**90**	**12**
Staff development/teacher evaluation	73	10
Administrator development/evaluation	17	2
Curriculum	**133**	**18**
Content areas	111	15
Health and safety	(32)	(4)
Drug education	(25)	(3)
General	(7)	(1)
Language arts	(24)	(3)
Math and science	(21)	(3)
Technology	(16)	(2)
Thinking skills	(10)	(1)
International/multicultural education	(6)	(1)
Vocational	(2)	(0)
Curriculum development	22	3
School and classroom management	**197**	**27**
School improvement	120	17
Effective schools/proven practices/models	(60)	(8)
Miscellaneous research results	(30)	(4)
Teaching/learning strategies	(20)	(3)
Choice/magnets/restructuring/school-based management	(7)	(1)
Communications/newsletters/parents	(3)	(0)
School organization	31	4
School size/class size	(11)	(2)
Grouping	(9)	(1)
Middle school education	(9)	(1)
Extended year	(2)	(0)
Classroom management	23	3
Discipline	(12)	(2)
General	(11)	(2)
Policymaking/strategic operations	23	3
Student testing and evaluation	**41**	**6**
Early childhood education	**24**	**3**
Other	**53**	**7**
Unclassified*	**58**	**8**

*Districts whose responses could not be classified into a specific content area.

NOTE: Figures are unweighted and represent the 724 (of 1,039 respondents) that listed an R&D resource that had been particularly useful. Percentages may not add to 100 because of rounding.

Table 9.--Providers of R&D resources mentioned by public school districts as "particularly useful": United States, 1989

Providers	Number of mentions	Percent of all mentions	Percent of districts*
Total	796	100	100
Federal (total)	**431**	**54**	**56**
U.S. Department of Education (total)	423	53	55
Office of Educational Research and Improvement (total)	404	51	53
Regional Educational Laboratories (total)	171	21	23
Appalachia Educational Laboratory	(22)	(3)	(3)
Far West Laboratory for Educational Research and Development	(19)	(2)	(3)
Mid-Continent Regional Educational Laboratory	(22)	(3)	(3)
North Central Regional Educational Laboratory	(16)	(2)	(2)
Northwest Regional Educational Laboratory	(48)	(6)	(7)
Regional Laboratory for Educational Improvement of the Northeast and Islands	(13)	(2)	(2)
Research for Better Schools (Mid-Atlantic region)	(16)	(2)	(2)
Southeastern Educational Improvement Laboratory	(6)	(1)	(1)
Southwest Educational Development Laboratory	(9)	(1)	(1)
National Research and Development Centers	18	2	2
ERIC Clearinghouses	106	13	15
NDN (National Diffusion Network)	96	12	13
Other OERI programs	13	2	2
Other Department of Education units	19	2	3
Other Federal units	8	1	1
State government (total)	**120**	**15**	**16**
State education entities (total)	120	15	16
State-wide central units	74	9	10
State intermediate units	46	6	6
Educational organizations (total)	**200**	**25**	**27**
Schools and colleges (total)	33	4	5
Institutions of higher education	27	3	4
Public schools	6	1	1
Other operations (total)	167	21	23
Associations, foundations, professional societies	52	7	7
Research services	53	7	7
Authors, consultants, private corporations	47	6	6
Media, publishers	15	2	2
Unclassified	**45**	**6**	**6**

*Based on the number of districts mentioning a particular provider among the 724 districts responding.

NOTE: Figures are unweighted and represent the 724 of 1,039 respondents which listed an R&D resource that had been particularly useful. Districts were allowed to mention more than one provider. Percentages may not add to 100 because of rounding.

Table 10.--Selected standard errors, by district characteristic: United States, 1989

District characteristic	Percentage receiving only products from Regional Educational Laboratories				Percentage reporting very frequent use of R&D resources received from laboratories [1]		Percentage recognizing NDN State Facilitators		Percentage not receiving resources from any source on student testing		Percentage rating sources on student testing as very useful [2]	
	Among all districts		Among districts recognizing laboratories									
	Estimate	Standard error	Estimate	Standard error	Estimate	Standard error	Estimate	Standard error	Estimate	Standard error	Estimate	Standard error
Total	13.1	1.4	18.3	1.8	7.7	1.5	65.3	2.5	46.5	2.3	50.0	3.1
Metropolitan status												
Urban	25.4	3.7	30.5	3.8	14.2	3.9	70.1	4.5	40.3	4.8	48.6	5.1
Suburban	12.6	1.7	17.4	2.3	8.8	2.9	63.3	3.6	46.4	3.2	42.4	5.2
Rural	12.7	1.8	18.0	2.2	6.3	1.8	66.2	3.0	46.9	3.5	54.8	4.0
Region												
Northeast	16.4	5.5	21.8	7.0	2.3	1.9	67.5	7.7	47.0	6.8	42.0	8.0
Mid-Atlantic	16.8	3.4	21.5	4.4	11.9	6.6	65.0	6.2	56.1	6.4	45.2	10.6
Appalachia	19.9	3.6	22.2	4.0	10.0	4.2	75.7	7.4	41.6	6.0	45.6	8.0
Southeast	15.7	4.6	20.1	5.6	15.6	5.6	86.2	4.6	43.1	6.2	57.0	7.4
North Central	12.8	3.0	18.8	4.4	5.1	3.4	71.8	4.9	38.2	5.2	45.8	6.8
Midcontinent	8.9	2.8	13.0	4.3	4.2	3.9	70.5	4.7	53.1	5.9	52.3	8.3
Southwest	6.5	2.3	11.9	4.2	25.3	10.1	49.8	5.4	43.5	6.4	60.2	10.1
Northwest	13.7	4.7	16.8	5.5	5.2	3.4	67.1	5.8	55.8	5.4	55.0	10.2
Far West	20.2	4.8	24.0	5.6	4.3	2.5	42.4	7.4	48.6	6.2	49.9	8.2
Enrollment size												
Less than 2,500	10.5	1.5	15.5	2.1	6.7	1.9	62.2	3.0	47.1	2.8	51.5	3.7
2,500 - 9,999	21.5	2.3	25.7	2.7	10.4	2.2	74.7	3.5	46.5	3.4	46.0	3.1
10,000 or more	23.4	3.0	25.6	3.1	6.3	2.2	78.0	2.1	35.3	3.6	41.5	3.4

[1] Percentages are based on districts which recognize Regional Educational Laboratories and have received R&D resources from them

[2] Percentages are based on districts which recognize R&D resources on student testing and evaluation from any source since September 1987

THE SURVEY INSTRUMENT

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE ASSISTANT SECRETARY
FOR EDUCATIONAL RESEARCH AND IMPROVEMENT

National Center for Education Statistics

January 1989

Dear School District Superintendent:

We request your cooperation in completing this questionnaire on school districts' use of research and development (R&D) resources. The survey was requested by the Office of Educational Research and Improvement (OERI), U.S. Department of Education.

The attached questionnaire is designed to be completed by the staff member who is most knowledgeable about your district's use of R&D resources. The survey focuses specifically on four programs funded by OERI from which your district may receive R&D services and products: the Regional Educational Laboratories, National Research and Development Centers, ERIC Clearinghouses, and National Diffusion Network (NDN) Facilitators. It is likely that no one person knows all of your district's uses of R&D resources, and the person completing the form should be encouraged to make a few telephone calls to find out the level of others' activities.

While your participation in this survey is voluntary, your cooperation is needed to make the results of the survey comprehensive, reliable, and timely. The information collected will be presented as aggregate statistics only, with no individually identifying information. The survey has been coordinated with the Council of Chief State School Officers through its Committee for Evaluation and Information Systems (CEIS).

The survey is being conducted by our contractor, Westat, a research firm in Rockville, Maryland, using the Fast Response Survey System (FRSS). According to FRSS practice, Westat will send you a report of the survey findings when they are available.

We estimate that it will take approximately 30 minutes to complete the questionnaire. If you have any comments regarding this estimate or another aspect of this survey, send them to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651, and to the Office of Information and Regulatory Affairs, Office of Management and Budget, Washington, D.C. 20503.

We would appreciate your completing the questionnaire and mailing it to the address on the back of the form within two weeks. If you have any questions about the survey, please call Bradford Chaney, Westat's Survey Manager, at the toll-free Westat number (800) 937-8281 or Jeffrey Williams, the NCES Survey Manager for FRSS, at (202) 357-6333. Your cooperation is greatly appreciated.

Sincerely,

Emerson J. Elliott
Acting Commissioner

Enclosure

WASHINGTON, D.C. 20208

FAST RESPONSE SURVEY SYSTEM (FRSS)

NATIONAL CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20208-5730

Form Approved
OMB No. 1850-0630
App Exp 6/89

USE OF RESEARCH & DEVELOPMENT RESOURCES

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

DEFINITIONS

R&D refers to research and/or development that has provided knowledge, guidelines for practice or policy, or information about new developments that can be used to improve schools.

Services include technical assistance, training, literature searches, and responses to inquiries.

Products include publications, bulletins, and research reviews that contain R&D findings.

Has your district received assistance with the evaluation or implementation of a Chapter 1 program from a Technical Assistance Center (TAC) or other source since September 1987? ☐ Yes ☐ No

NOTE: In your responses to the questions below, please do NOT include Chapter 1 assistance.

1. Since September 1987, what resources have you received from the following organizations, and how often have you used them? If you do not recognize one of these types of organizations, please check the appropriate box and skip to the next organization. The organizations are listed on the attached page.

R&D resources from these organizations may be received indirectly (e.g., through State education agencies or intermediate service units) as well as directly. Please also include indirectly received resources in your answers where possible, and indicate below the organizations for which you have done so.

☐ None ☐ Labs ☐ Centers ☐ Clearinghouses ☐ Facilitators

	Do not recognize	Resources received: Services	Resources received: Products	Frequency of use: None	Infrequent	Somewhat frequent	Very frequent
a. Regional Educational Laboratories	☐	☐	☐	☐	☐	☐	☐
b. National Research and Development Centers	☐	☐	☐	☐	☐	☐	☐
c. ERIC (Educational Resources Information Center) Clearinghouses	☐	☐	☐	☐	☐	☐	☐
d. NDN (National Diffusion Network) Facilitators	☐	☐	☐	☐	☐	☐	☐

2. If your district has received services or products since September 1987 from Regional Educational Laboratories (excluding assistance for Chapter 1), what has been the nature of the cost to your district? (Check all that apply.)

☐ Free ☐ Cost-shared ☐ Entirely paid for by the district

3. Since September 1987, in which areas has your district received R&D services or products from the above or other sources (but excluding assistance for Chapter 1)? On average, how useful were those services and products? Please rank these areas in terms of where you will need assistance the most in the future. Write "1" for the area where you will need services or products the most, "2" where you will need services or products the second most, etc.

R&D areas	Have received: Services	Have received: Products	How useful were they?: Very	Somewhat	Not at all	Rank future needs
a. **Student Populations** (at-risk students, students with limited English proficiency, handicapped, urban students, rural students, gifted students, etc.)	☐	☐	☐	☐	☐	_____
b. **Staffing and Staff Development** (teacher/administrative incentives, evaluation, professional development, leadership, teacher testing, collective bargaining, etc.)	☐	☐	☐	☐	☐	_____
c. **Curriculum** (content areas, higher order thinking skills, course requirements for graduation, etc.)	☐	☐	☐	☐	☐	_____
d. **School and Classroom Management** (teaching/learning strategies, educational technology, classroom procedures, discipline, student testing and evaluation, etc.)	☐	☐	☐	☐	☐	_____
e. **Student Testing and Evaluation** (for placement, school-wide assessment, competency testing, etc.)	☐	☐	☐	☐	☐	_____
f. **Early Childhood Education** (prekindergarten)	☐	☐	☐	☐	☐	_____
g. Other (specify)_____	☐	☐	☐	☐	☐	_____

4. Please list one R&D resource from any source that your district has received since September 1987 that has been particularly useful. Please exclude assistance for Chapter 1. State its title or description, the date(s) involved, whether it was a service or product, and who the provider or publisher was.

Title or description_____

Date: _____/_____ (Month/Year) ☐ Service ☐ Product

Provider or publisher_____

Name of person completing form: _____ Title: _____

District name: _____ Phone (___) _____

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Regional Educational Laboratories

Appalachia Educational Laboratory
Far West Laboratory for Educational Research and Development
Mid-Continent Regional Educational Laboratory
North Central Regional Educational Laboratory
Northwest Regional Educational Laboratory
Regional Laboratory for Educational Improvement of the Northeast and Islands
Research for Better Schools
Southeastern Educational Improvement Laboratory
Southwest Educational Development Laboratory

National Research and Development Centers

Center for Language Education and Research
National Center on Education and Employment
Center for Research on Elementary and Middle Schools
National Center on Effective Secondary Schools
National Center for Research to Improve Postsecondary Teaching and Learning
Center for Postsecondary Governance and Finance
Center for Policy Research in Education
Center for Research on Evaluation, Standards, and Student Testing
National Center for Research on Teacher Education
Center for the Study of Learning
Center for the Study of Writing
Educational Technology Center
Reading Research and Education Center
Center for Research on the Context of Secondary School Teaching
National Arts Education Research Center
Center for the Learning and Teaching of Elementary Subjects
Center for the Learning and Teaching of Literature
Center for the Learning and Teaching of Mathematics
National Center for Improving Science Education

Educational Resources Information System (ERIC)

Clearinghouse on Adult, Career, and Vocational Education
Clearinghouse on Counseling and Personnel Services
Clearinghouse on Educational Management
Clearinghouse on Elementary and Early Childhood Education
Clearinghouse on Handicapped and Gifted Children
Clearinghouse on Higher Education
Clearinghouse on Information Resources
Clearinghouse on Junior Colleges
Clearinghouse on Languages and Linguistics
Clearinghouse on Reading and Communication Skills
Clearinghouse on Rural Education and Small Schools
Clearinghouse on Science, Mathematics, and Environmental Education
Clearinghouse on Social Studies/Social Science Education
Clearinghouse on Teacher Education
Clearinghouse on Tests, Measurement, and Evaluation
Clearinghouse on Urban Education
ERIC Processing and Reference Facility
ERIC Document Reproduction Service (EDRS)

National Diffusion Network (NDN) State Facilitators serve as links within each State between NDN programs and teachers, administrators, parents, and others who are interested in implementing NDN programs.